DOCUMENT RESUME

ED 306 170 SO 019 845

TITLE Election '88: Teacher Packet.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.
PUB DATE 88
NOTE 48p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Resources; *Elections; Experiential Learning; *Instructional Materials; Parent Participation; *Political Campaigns; Presidential Campaigns (United States); Secondary Education; *Student Participation; *Student Projects; *Voter Registration; Voting
IDENTIFIERS North Carolina; *Voter Education

ABSTRACT

This materials packet contains information on teaching about the electoral process and the elections of 1988, and on participation in a mock election for students whose schools would take part in the 1988 North Carolina Mock Election. Suggestions for teachers' preparations are given, including a classroom skit and a mock candidates' election program. A teachers guide on student preparation consists of a voter registration process and introductions to lobbying, the legislative branch, and political parties. The attachments with the packet include actual voter registration forms, absentee ballot procedures, plans for a student sponsored voter registration program, sample ballots, an explanation of congressional districts and the State General Assembly, information on how to write a bill, a sample bill from the North Carolina State Senate, a congressional quiz, and a political opinion scale. A supplementary student guide contains information on using the newspaper to learn about voting, information on the media, and various activity sheets on the electoral process designed to be filled in by the student as the campaign progresses to the outcome of the election. (PPB)

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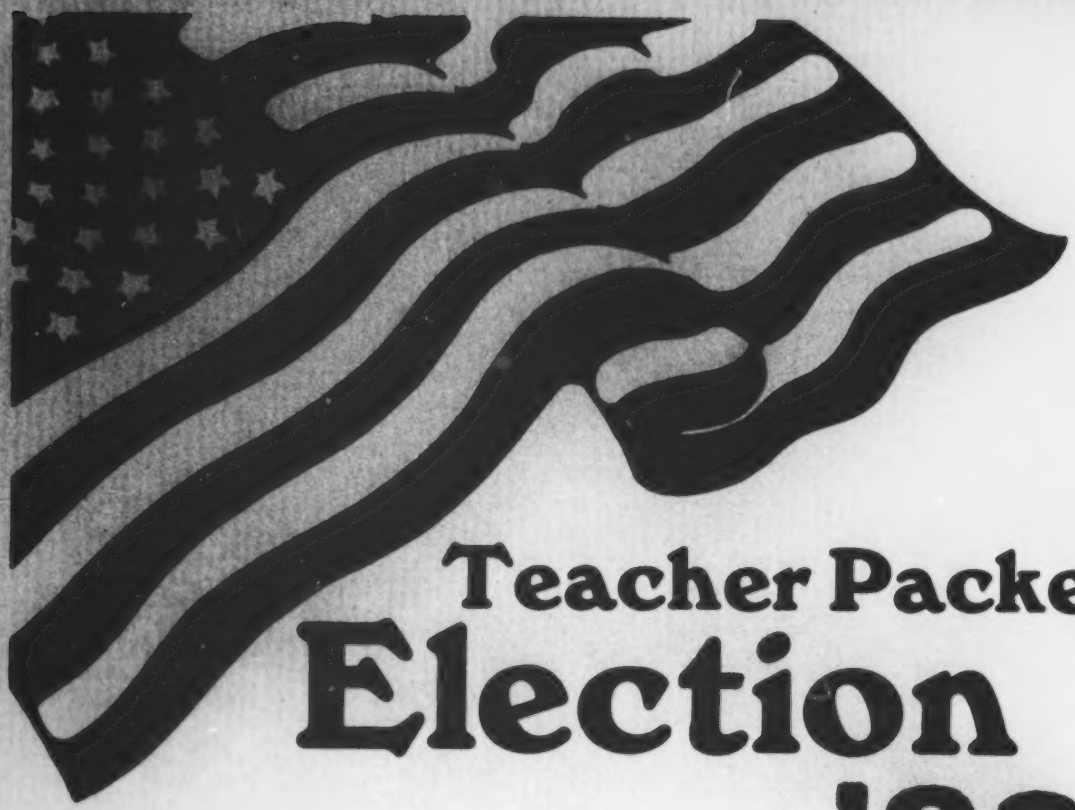

Teacher Packet
Election '88

Division of Social Studies
North Carolina Department of Public Instruction

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SCHOOL ENROLLMENT FORM

NORTH CAROLINA MOCK ELECTION

I will participate in the 1988 North Carolina Mock Election and I agree to the following:

- Our students will participate in preliminary research and/or activities related to the election and the voting process prior to the November election.
- We will encourage our students to discuss the issues and the candidates with their parents and with other students not participating in the mock election.
- We will have a program for students and parents and hold a mock election prior to October 28, 1988.
- I will report the meeting to the regional social studies coordinator in my region.

NAME _____

SCHOOL _____

ADDRESS _____

_____
city zip code

_____
school unit congressional district

_____
school phone home phone

Send this enrollment form to the social studies coordinator in your regional education center (see address on back of this sheet)

THE COST OF REPRESENTATIVE GOVERNMENT IS PARTICIPATION

SOCIAL STUDIES REGIONAL COORDINATORS

MS. JACQUELINE HESTON
Region 1

Northeast Regional Education Ctr.
P.O. Box 1028
Williamston, NC 27892 #1082
(919) 792-5166

JOSEPH WEBB
Region 2

Southeast Regional Education Ctr.
612 College Street
Jacksonville, NC 28540 #1106
(919) 455-8100

ROLAND STATON
Region 3

Central Regional Education Ctr.
1401 N. Arendell Ave.
Zebulon, NC 27597 #791
(919) 269-7438

MS. MARY VANN ESLINGER
Region 4

South Central Regional Education Ctr.
P.O. Box 786
Carthage, NC 28327 #342
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MS. PAM RILEY
Region 5

North Central Regional Education Ctr.
1215 Westover Terrace
Greensboro, NC 27408 #213
(919) 334-5764

CLIFTON COLLINS, JR.
Region 6

Southwest Regional Education Ctr.
2400 Hildebrand Street
Charlotte, NC 28216 #510
(704) 392-0378

STEVE HARVEL
Region 7

Northwest Regional Education Ctr.
303 E. Street
North Wilkesboro, NC 28659 #811
(919) 667-2191

ROBERT KIMZEY
Region 8

Western Regional Education Ctr.
514 E. Marshall Street
Waynesville, NC 28786 #910-A
(704) 452-0363

'88

SECTION I

SUGGESTIONS FOR TEACHERS

1. Contact candidates' campaign headquarters for information and speakers.

2. Send letter to parents explaining scope of special project.

3. Clip newspaper and magazine articles appropriate to election.

4. Assign and coordinate completion of student tasks.

5. Prepare students for information to be covered--especially current issues.

SUGGESTED STUDENT ROLES

IN PREPARATION FOR MOCK ELECTION PROGRAM

MAJOR ROLES

1. Candidate -Work with staff on preparing responses to questions. Be very familiar with your candidate's positions on the issues. Portray real politician in mock press conference.

2. Campaign Manager - Introduce candidate by giving background and experience.

3. Campaign Staff - Read and identify the candidate's stand on the issues. Write a response for the candidate.

4. Newspaper Reporters - Write questions on the major campaign issues in conjuction with the campaign staff. Ask the candidate questions during the mock press conference.

5. Master of Ceremonies - Welcome special guests and parents to program. Prepare introductory comments about the project, make brief comments between each section of the Program for a smooth transition and give concluding remarks.

MINOR ROLES

1. Skit Writers - Write a skit on an appropriate topic - voting, politics, etc. to be presented as part of the program.

2. Actors/Actresses - Act out the skit using props and simple dress.

3. Quiz Writers - Write a simple quiz (10-15 questions) to be taken by the students and parents on information related to the candidates' political office.

4. Map - Use a map of the area to be represented - describe the land area, population, industry etc. (NOTE: Excellent when used for the Congressional districts.)

5. Posters - Make campaign posters using information from pamphlets, newspapers, etc.

6. Commercial Writers/Actors - Write a T.V. commercial to be presented as part of the program. Use ideas from real political advertisements.

7. Typists - Type program, ballot and other materials for use on election night.

8. Registrars - Pass out ballots and tabulate results.

9. Ballot Box - Make a ballot box to guarantee a secret ballot on election night.

10. Program Designer - Organize and lay out an attractive program.

11. Special Presenter - Make a poster and present ideas on the "Qualities To Look For In A Candidate."

12. Refreshment Committee - Decide what refreshments will be needed and divide up tasks.

SKIT

THE UNINFORMED VOTING PARENTS

Narrrator: "In the following skit the names have been omitted to protect the guilty. We find ourselves on the day before election in an average North Carolina home. Mom and Dad are resting in the den after dinner. Dad is reading the newspaper, Mom is crosstitching and the teenage daughter is doing her homework."

Teenager: "Mom, are you going to vote tomorrow?"

Mother: "No." (not very interested)

Teenager: "Why not?!"

Mother: "Who's running?"

Teenager: "Mom- don't you know - its Mike Democrat and George Republican."

Mother: "Who is Mike Democrat?"

Teenager: "He's been your Congressman for twelve years!"

Dad: "Who's this guy George Republican?"

Mother: "He's that good looking guy on T.V. I think I will vote for him."

Teenager: "Mom! That's not a good reason to vote for a candidate."

Dad: "Mike must be doing something right- he's been in for so long. I think I will vote for him. What is he promising this year?"

Tenager: "Mom and Dad- you are <u>both</u> voting for the wrong reasons. Have you been keeping up with the campaign and the issues in the newspaper?"

Mother: "Hey- didn't George come out for increased taxes?"

Teenager: "I think both of you need to study the campaign a little more- You are definitely confused. Here are some pamphlets on Mike Democrat and George Republican. They should help you to decide for whom to vote."

(The parents look over the campaign literature)

Dad: "Well - I think we can vote for the best person for the right reasons now."

Teenager: "Do you want me to go to the polls with you?"

Mother: "No - I think we can do it on our own."

Teenager: "Well - When I get old enough to vote, I'm going to keep up with the issues and maybe even work for my favorite political candidate."

Dad: "Thats in the future - <u>now</u> all that matters is that we have the information and we know who is the best person for the job."

Mother: "From now on we are going to be informed about every election. We will set a good example for you - I promise."

THE END

(This a generic skit, feel free to change it by adding or deleting.)

SECTION II

SUGGESTED CLASSROOM UNITS OF STUDY

PREPARATION FOR STUDENTS

Prepare the students so they will gain the most from this educational experience. Covering some or all of the following topics of study will facilitate the learning process for the students involved in this project. Additional coverage of the executive branch is necessary for the study of the presidential or gubernatorial races.

UNIT ONE: VOTER REGISTRATION

Introduce the students to the basic election laws covering voter registration, absentee ballot and election processes.

Activities:

1. Have students to complete a copy of a real registration form. (See attachment 1)

2. Conduct a voter registration drive in your school to register eligible students and teachers. (See Attachment 1A)

3. Conduct a voter regsistration drive in your local community. (See Attachment 3 and 1A)

4. Use poster contest to make posters on voter registration for your school and/or public libraries.

5. Conduct a telephone survey in your community on voter registration. (See Attachment 4)

6. Hold a mock election in your community prior to the election. (See Pages 4, 5 and Attachment 5)

7. Encourage your school board to appoint a REGISTRAR if your high school does not have one at the present time. (See Attachment 2: legislation concerning registrars)

UNIT TWO: LOBBYING

Introduce the students to the role lobbyists play in the legislative process. Show how spescial interests use lobbyists to educate legislators on the issues they want to pursue.

ACTIVITIES

1. Have students to role play the right and wrong way to lobby a legislator.

2. You or another teacher role play a teacher lobbying a legislator on an educational issue.

3. Invite a lobbyist to visit the classroom. Ask the lobbyist to answer questions about qualifications, experience, techniques they use, their role in the legislative process etc.

UNIT THREE: LEGISLATIVE BRANCH

Introduce the students to the basic background, organization and terminology associated with the General Assembly in North Carolina as well as the United States Congress. Allow them to discover the real meaning of "making laws" by allowing them to participate in the legislative process. (NOTE: it is suggested that the national and state legislatures be studied as separate units.) (See Attachments 7 and 8)

Activities

1. Use articles from current newspapers and magazines to allow students to write their own bills using the basic form used at Girls' and Boys' State. (See Attachment 7) Suggested state issues include: state lottery, teacher pay, environment, taxes etc. Suggested federal issues include: defense, Central America, taxes, education, budget deficit etc.

2. Hold a Mock General Asssembly or a Mock Congress allowing the students to introduce, discuss and vote on their bills. Elect a student as Speaker of the House while other students play the role of representatives.

3. Invite a State Senator or State Representative to speak to the class about their role in the legislative process. Ask them to give their position on the majaor issues facing the state at the present time.

4. Invite a member of the staff of a U.S. Senator or U.S. Representative to speak to the class. Ask them how the local office handles constituent concerns etc.

5. Plan a Love Feast at the end of the Mock Legislature. Allow the students to roast each other by giving out mock awards based on performance on the topic of the bill.
   EXAMPLE: MOUTH OF THE HOUSE AWARD for the student who always had something to say; a low grade on the Report Card for not supporting the Education Bill.

6. Hold an Awards Day in conjunction with the Love Feast. Pass out certificates for the best written bill, best bill presentation, most out standing representative etc. The Speaker of the House can receive the Golden Gavel Award.

UNIT FOUR: POLITICAL PARTIES

Teach the students the basic differences in philosophy and approach to the issues demonstrated by the major political parties. (NOTE: This unit is more beneficial if studied after or in conjunction with a Mock Congress)

Activities:

1. Allow the students to research specific issues found in the party platforms. (See your newspaper, news magazines etc. for party platforms.)

2. Invite a representative of the Democratic, Republican, Libertarian and New Alliance parties to speak to the class. Have them explain the position of their party on the major federal issues.

SECTION III

ATTACHMENTS

ATTACHMENT 1

ALL ENTRIES TO BE PRINTED OR TYPED

AFFILIATION	TOWNSHIP	PRECINCT	DO NOT WRITE ABOVE - FOR BOARD USE ONLY

VOTING RECORD – RECORD ELECTORS VOTE WITH LETTER "X" IN SPACE BELOW

YEAR	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Primary Election																												
General Election																												
City Primary																												
City Election																												
Other Election																												

REGISTRATION DECLARATION MADE UNDER OATH BY ELECTOR

(Check) Mr. ( ) Mrs. ( ) Miss ( ) Last Name	First Name	Middle Name	Initials of Spouse	Affiliation

Residence – Give Street or Road	Mailing Address	Zip Code	Sex Male ( ) Female ( )	Race	Challenged

Place of Birth (County and State)	Date of Birth Month	Day	Year	Date of Registration Month	Day	Year	Date of Residence Month	Day	Year	Misc. Information - Date & Court of Naturalization (If a Felon Give Information on Restoration of Citizenship)

I Have Taken and Sworn (Affirmed) to Both the Registration Oath and the Oath on the Back of This Card.

Signature of Registrar	Signature of Elector

VOTER CERTIFICATION

I hereby certify that the information I shall give with respect to my qualifications and identify is true and correct to the best of my knowledge.

_____

(Signature of Applicant)

REGISTRATION OATH

I, _____, do solemnly swear (or affirm) that I will support the Constitutions of the United States and the State of North Carolina; that I will have been a resident of this State and this precinct for 30 days by the date of the next election; that I have not registered, nor will I vote in any other county or State, so help me, God.

_____

Signature of Registration Officer, administering oath.

ATTACHMENT 1-A

VOTER REGISTRATION AND ABSENTEE BALLOT INFORMATION

Election Date - Tuesday, November 8, 1988

I. Registration of Voters

WHO MAY REGISTER

- any citizen age 18 or older
- any 17 year old who will be 18 by November 8, 1988 (if your birthday is November 8, 1970 or before)
- you must be a resident of your county for thirty days prior to the election.
- students above high school level must complete a special form if they claim a residency in other than their parent's place of residence.

HOW TO REGISTER

- you must present identification that proves your age, citizenship and address (example: birth certificate, drivers license)
- when you register to vote, you will be asked to declare your political party affiliation. You may register in one of the following ways: Democrate, Republican, Libertarian, New Alliance, or unaffiliated. During a partisan primary election, an unaffiliated voter may vote only on a referendum or bond issue.

WHEN TO REGISTER

- To vote in any election, you must be registered at least 21 working days prior to that election.
- you must register before Monday, October 10, 1988 at 5:00 P.M. for the General Election.

WHERE TO REGISTER

- at your county Board of Elections office during regular hours.
- check your telephone directory and call the office for information on office hours.
- at any branch of your county public libraries during their business hours.
- at special registration drives held by interested groups prior to the election.

II. Applications and Ballots for Absentee Voters

- commence to issue Applications for Absentee Ballots on September 20 , 1988 .
- last day to issue Absentee Ballots is Thursday, November 3, 1988 at 5:00 P.M.
- deadline for return of Absentee Ballots to Board of Elections Monday, November 7, 1988 at 5:00 P.M.
- ballots to be returned to Board of Elections by mail from voter, or by voter in person, or by listed near relative of voter in person.
- One-Stop begins on October 5, 1988 and concludes on Friday, November 4, 1988 at 5:00 P.M.
- call your County Board of Elections office for further details.

§ 163-80. Officers authorized to register voters.

(a) Only the following election officials shall be authorized to register voters:

(1) Any member of a county board of elections who has been duly appointed pursuant to G.S. 163-22(c) and properly installed as required by G.S. 163-30 and 163-31.

(2) The supervisor of elections of a county board of elections appointed pursuant to the provisions of G.S. 163-35.

(3) Precinct registrars and judges of election appointed pursuant to the provisions of G.S. 163-41.

(4) Special registration commissioners appointed pursuant to the authority and limitation contained in G.S. 163-41(b).

(5) Full-time and salaried deputy supervisors of elections employed by the county board of elections and who work under the direct supervision of the board's supervisor of elections appointed pursuant to the provisions contained in G.S. 163-35.

(6) Local public library employees designated by the governing board of such public library to be appointed by the county board of elections as special library registration deputies. Appointment of such deputies is mandatory for libraries covered by G.S. 153A-272; appointment is optional for other libraries. Persons appointed under this subsection shall be given the oath contained in G.S. 163-41(b), and shall be authorized to accept applications to register on those days and during those hours said special deputies are on duty with their respective libraries. If, for good and valid reasons, the local public library director shall request that the county board of elections appoint "replacement" special library registration deputies before the two-year term ends, the county board of elections shall do so.

(7) Public high school employees appointed under this subdivision. A local board of education may, but is not required to, designate high school employees to be appointed by the county board of elections as special high school registration commissioners. Only employees who volunteer for this duty, and who are acceptable to the county board of elections, may be designated by boards of education. A special high school registration commissioner may register voters only while on duty as a high school employee and only at times and under arrangements approved by the local school board of education. A person appointed under this subdivision shall take the oath prescribed in G.S. 163-41(b).

(b) All election officials authorized to register voters under authority of this section shall not be authorized to register voters who reside outside the boundaries of their respective counties except in those specific instances involving municipalities which lie within the boundaries of two or more counties. The State Board of Elections shall have authority to promulgate rules for the processing of voters in such instances.

ATTACHMENT 3

ELECTION SURVEY/VOTER REGISTRATION DRIVE

PURPOSE

1. Register prospective voters in your community.
2. Increase public awareness of upcoming election.
3. Obtain unscientific poll of potential vote in your community.
4. Afford the students an opportunity to observe public reaction to voter registration and the election process.

Location

1. Local shopping center or mall.
2. Busy supermarket or grocery store.
3. Any large gathering of people in your community.

Time

1. Late September, early October before voter registration books close. (Books close for 1988 election on October 10)
2. Saturday or whenever you know there will be a large group of people in the area

Preparation

1. Contact the mall or shopping center ahead of time to get permission for project to be conducted on the property.
2. Make one large ballot box to guarantee a secret ballot for your election.
3. Type and run off sample ballots with names of candidates for all political parties with candidates for President, Governor, Lt. Governor, and congressmen where applicable. (see attached sample ballot)
4. Gather necessary suspplies and equipment: two card tables, table coverings, pencils, chairs, map of local area with precincts.

5. Locate two registrars or roving commissioners to assist in registering eligible voters at a separate table. Contact your high school commissioner, the League of Women Voters or the Board of Elections for assistance in obtaining these people.

6. Obtain student and parent volunteers to supervise the tables.

7. Invite a local newspaper, radio or television reporter to do a story on your project.

Activity One

Use a public location in your community to conduct an unofficial poll on the upcoming election. Ask people walking by to vote for the candidates they would vote for if the election were held today. The voters will use your printed ballots, vote secretly and deposit it in your ballot box. Students can tabulate the results and share them with your local news media. (See attached sample ballot)

Activity Two

Conduct a voter registration drive in your community. Set up a table with two qualified voter registrars to register eligible voters. Students can ask shoppers if they would like to register to vote and direct them to the proper table. Additional students could be used to assist the people in determining the exact location of their homes. A map with the local precincts or the registrar's street locater will be helpful in determining the proper precinct for each person registering. This will help the registrars and shorten the waiting time to complete the forms if a line develops. Be sure the students know the basic voter registration requirements.

SAMPLE TELEPHONE SURVEY: VOTER REGISTRATION

NOTE: Conduct this survey **before** voter registration books are closed prior to the election. Make enough calls to get a good sample of all areas of the community.

HELLO: I'm a student at _____ High School. As part of our class work in social studies on the upcoming general election, we are conducting a survey to find out how many people in our community are registered to vote. Would you mind telling me if you are registered to vote?

If the response is **YES:** Thank you so much. I hope you will vote on election day.

If the response if **NO:** Ask if they would like information on voter registration in the local area. If so, give information.

Put an X in the box beside the candidate of your choice.

Attachment 5

Ballot for United States President and Vice President

Democratic	Republican	Libertarian	New Alliance
☐ Michael Dukakis Lloyd Bentsen	☐ George Bush Dan Quayle	☐ Ron Paul Andre Marrou	☐ Lenore Fultoni Wynoa Burk

Ballot for Member of Congress from your District

☐ _____ Member of Congres	☐ _____ Member of Congress	☐ _____ Member of Congress	☐ _____ Member of Congress

Ballot for Governor and Lt. Governor

☐ Governor Robert Jordan ☐ Lt. Governor Tony Rand	☐ Governor James G. Martin ☐ Lt. Governor James Gardner		

ATTACHMENT 6

(Chapter 7, S/L Extra Session 1981)

DISTRICTS

CORRECTED EDITION 2/15/82

*UNITED STATES CONGRESS

CONGRESSIONAL DISTRICTS:

FIRST DISTRICT: Beaufort, Bertie, Camden, Carteret, Chowan, Craven, Currituck, Dare, Gates, Greene, Hertford, Hyde, Lenoir, Martin, Northampton, Pamlico, Pasquotank, Perquimans, Pitt, Tyrrell and Washington Counties.

SECOND DISTRICT: Caswell, Durham, Edgecombe, Granville, Halifax, Nash, Person, Vance, Warren and Wilson Counties; and O'Neals Township in Johnston County.

THIRD DISTRICT: Bladen, Duplin, Harnett, Jones, Lee, Onslow, Pender, Sampson and Wayne Counties; the following townships of Johnston County: Banner, Bentonsville, Beulah, Boon Hill, Clayton, Cleveland, Elevation, Ingrams, Meadow, Micro, Pine Level, Pleasant Grove, Selma, Smithfield, Wilders, and Wilson Mills; and the following townships of Moore County: 1 (Carthage), 4 (Ritters), 5 (Deep River), 6 (Greenwood), and 10 (Little River).

FOURTH DISTRICT: Chatham, Franklin, Orange, Randolph and Wake Counties.

FIFTH DISTRICT: Alexander, Alleghany, Ashe, Forsyth, Rockingham, Stokes, Surry and Wilkes Counties.

SIXTH DISTRICT: Alamance, Davidson and Guilford Counties.

SEVENTH DISTRICT: Brunswick, Columbus, Cumberland, New Hanover and Robeson Counties.

EIGHTH DISTRICT: Anson, Cabarrus, Davie, Hoke, Montgomery, Richmond, Rowan, Scotland, Stanly and Union Counties; and the following townships of Moore County: 2 (Bensalem), 3 (Sheffields), 7 (McNeills), 8 (Sand Hill), and 9 (Mineral Springs); and the following townships of Yadkin County: Boonville, East Bend, Fall Creek, Forbush, Knobs and Liberty.

NINTH DISTRICT: Iredell, Lincoln and Mecklenburg Counties; and the following townships of Yadkin County: Buck Shoal and Deep Creek.

TENTH DISTRICT: Burke, Caldwell, Catawba, Cleveland, Gaston and Watauga Counties; and the following townships of Avery County: Banner Elk, Beech Mountain, Cranberry, Linville and Wilsons Creek.

ELEVENTH DISTRICT: Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, McDowell, Macon, Madison, Mitchell, Polk, Rutherford, Swain, Transylvania, and Yancey Counties; and the following townships of Avery County: Altamont, Roaring Creek, and Toe River.

*This listing corrects and supercedes the previous listing issued on 2/12/82 on blue paper.

ATTACHMENT 7

UNIT: GENERAL ASSEMBLY

What is the General Assembly?

Who are your State Senators?

Who are Your State Representatives?

What we will study:

1. The work of the General Assembly.
2. Some issues being discussed in the General Assembly.
3. How bills are written.
4. Your elected representatives in the General Assembly.

How we will study the General Assembly:

We will have a mock General Assembly in which students, portraying real Representatives, will introduce bills they have written. After discussion the class, which acts as the N.C. House, will vote to decide whether to approve or reject the bill.

Students will work in groups of two on a bill. One student will write the bill and the other student will introduce the bill and present a persuasive argument for the approval of the bill. At that time, the floor will be open for debate to the other Representatives. At the conclusion of the debate a vote will be taken to decide whether to approve or reject the bill.

What is a bill?

1. A bill is a piece of legislation which, if enacted, becomes a law.
2. A bill may amend existing laws or if enacted, may become a new law. In North Carolina the body of laws is called the General Statues of North Carolina.
3. A bill states what is to be done and how it is to be done.
4. Copies of actual bills are available at the Legislative Building in Raleigh.

How to write a bill:

The following basic form should be used in writing all bills for our General Assembly (Form adopted from the procedure used by Girl's and Boy's State.)

SAMPLE FORM:

1. Include all basic words written in each section below.
2. Add to the basic form where you see. . . . . to indicate what your bill is about.
3. Look at the sample bill to guide you in writing your bill.

Title: A BILL TO BE ENTITLED AN ACT TO AMEND THE GENERAL STATUTES OF THE STATE OF NORTH CAROLINA TO PROVIDE FOR . . . . . (state briefly what your bill is about.)

THE GENERAL ASSEMBLY OF NORTH CAROLINA ENACTS:

Section 1. The General Assembly of North Carolina provides for . . . (repeat brief statement of what bill is about.)

Section 2. . . . . (State a basic provision of your bill.)

Section 3. . . . . (State additional provisions.)

ATTACHMENT 8

GENERAL ASSEMBLY OF NORTH CAROLINA

Session 19__
House Bill #____

Short Title: _____

Sponsors: Representatives: _____

_____

_____

Referred to: _____

A BILL TO BE ENTITLED

AN ACT TO AMEND THE GENERAL STATUTES OF THE STATE OF NORTH CAROLINA TO PROVIDE FOR _____

_____

The General Assembly of North Carolina enacts:

Section 1. The General Assembly of North Carolina provides for __

_____

_____

_____

Section 2: _____

_____

_____

_____

Section 3: All laws and clauses of laws in conflict with this bill are hereby repealed.

Section 4: This bill shall go into full force and effect on _____, 19__.

SAMPLE BILL

GENERAL ASSEMBLY OF NORTH CAROLINA

ATTACHMENT 9

SESSION 1983

S

2

SENATE BILL 157

Short Title: H.S. Library Voter Registr. (Public)

Sponsors: Senator

Referred to: State Government/Election Laws.

March 3, 1983

A BILL TO BE ENTITLED

AN ACT TO AUTHORIZE HIGH SCHOOL EMPLOYEES DESIGNATED BY THE SCHOOL BOARD AND APPOINTED BY THE COUNTY BOARD OF ELECTIONS TO REGISTER VOTERS.

The General Assembly of North Carolina enacts:

Section 1. G.S. 163-80(a) is amended by adding a new subdivision as follows:

"(7) Public high school employees appointed under this subdivision. A local board of education may, but is not required to, designate high school employees to be appointed by the county board of elections as special high school registration commissioners. Only employees who volunteer for this duty may be designated by boards of education. A special high school registration commissioner may register voters only while on duty as a high school employee and only at times and under arrangements approved by the local school board of education. A person appointed under this subdivision shall take the oath prescribed in G.S. 163-41(b)."

Sec. 2. This act shall become effective October 1, 1983.

ATTACHMENT 10

CONGRESSIONAL QUIZ

Complete the questions as best you can.
Check the appropriate block.

Parent Student

1. How many Congressional districts are there in NC? _____
2. What Congressional district are you in? _____
3. Who is your Congressman? _____
4. Where does your Congressman live in the district? _____
5. How does a Congressman get his position? _____
6. How old must a Congressman be? _____
7. What is your Congressman's salary? _____
8. How long is a Congressman's term of office? _____
9. How many members are in the U.S. House? _____
10. How is the number of representatives per state determined? _____
11. How do you know when the House is in session? _____
12. Who is the Speaker of the U.S. House? _____
13. Who are the people that run errands for Congressmen? _____
14. Who is running against your Congressman in this election? _____

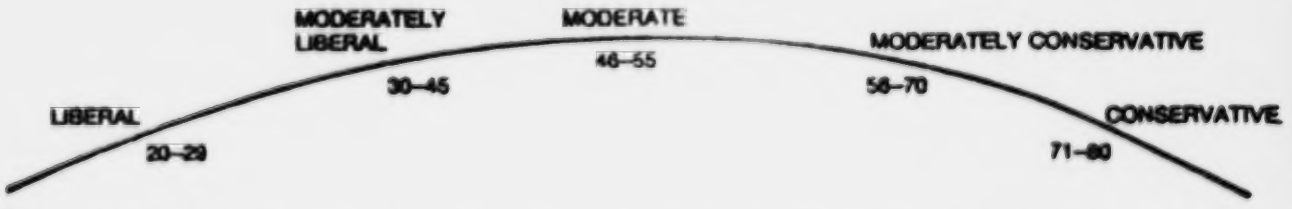
POLITICAL OPINION SCALE

ATTACHMENT 11

INSTRUCTIONS: Circle the number 4,3,2, or 1 that appears next to each statement.

	AGREE STRONGLY	AGREE	DIS-AGREE	DISAGREE STRONGLY
1. Federal environmental quality regulations should be relaxed.	4	3	2	1
2. Consumer safety and health laws should be relaxed.	4	3	2	1
3. Equal opportunity laws should be relaxed.	4	3	2	1
4. The Department of Education should be abolished.	4	3	2	1
5. Voluntary prayer and Scripture reading should be allowed in public schools.	4	3	2	1
6. The federal government should not pay the cost of abortions for women on welfare.	4	3	2	1
7. The federal government should not restrict the ownership of handguns.	4	3	2	1
8. The United States should increase military aid to the contras.	4	3	2	1
9. Federal defense spending should be greatly increased.	4	3	2	1
10. Faced with rapidly increasing energy costs, the government should encourage further development of nuclear power.	4	3	2	1
11. The cost of government social-welfare programs is too burdensome for taxpayers. Spending on these programs must be reduced.	4	3	2	1
12. President Reagan's budget and taxing program should be passed by Congress.	4	3	2	1
13. The size of government must be reduced.	4	3	2	1
14. There should be a Constitutional Amendment outlawing abortions.	4	3	2	1
15. The government should give greater priority to combatting crime.	4	3	2	1
16. The Department of Energy should be abolished.	4	3	2	1
17. The United States must oppose the expansion of Communism anywhere in the world.	4	3	2	1
18. The government-mandated 55 MPH speed limit should be lifted on all highways.	4	3	2	1
19. The powers of OSHA, the Occupational Safety and Health Administration, should be lessened.	4	3	2	1
20. The United States should strengthen ties with Taiwan, the Republic of China.	4	3	2	1

ADD UP YOUR TOTAL.
YOU CAN FIND YOUR POLITICAL IDEOLOGY ON THE SCALE BELOW.*

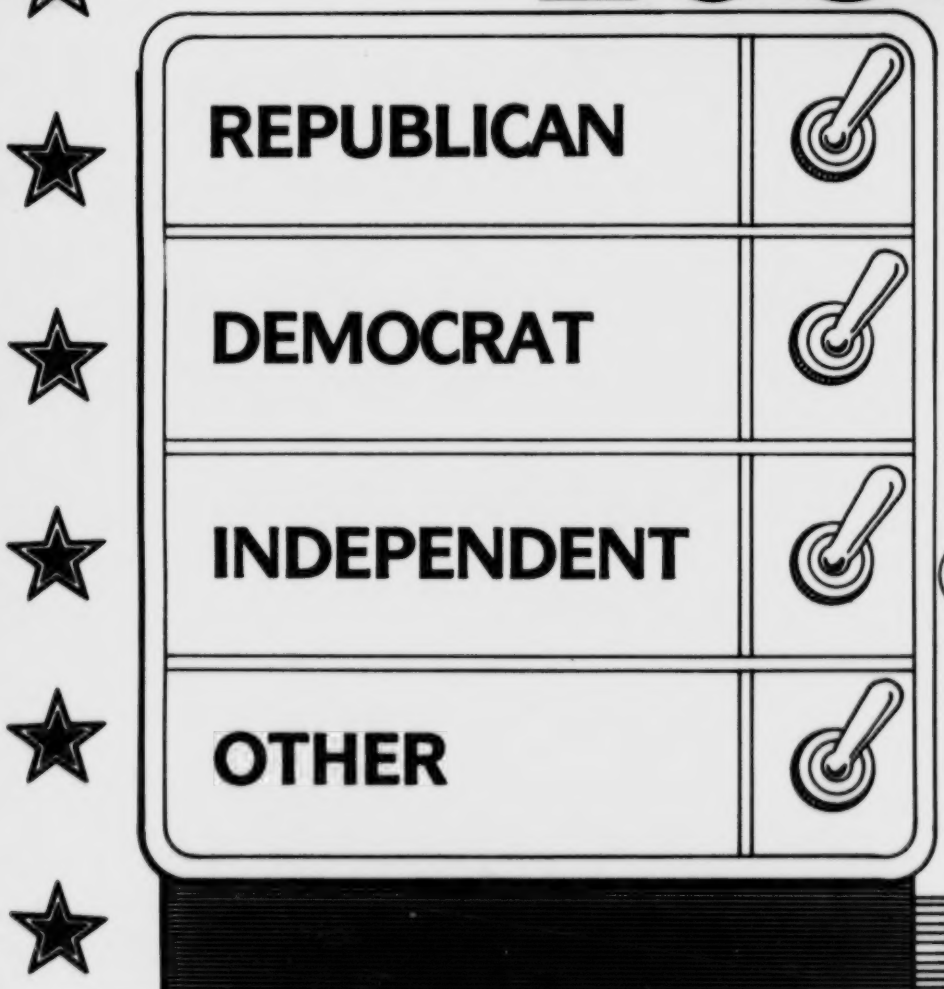


*The meaning of the terms "liberal" and "conservative" depends on how they are used, who uses them, when they are used, why they are used, and other factors. Therefore, this scale is just suggestive, rather than rigid, in its classification.

From Social Education / January 1982 (Adapted)

Using the newspaper to learn about voting

Elections 1988



Produced by The News and Observer's Newspaper in Education Program. Write Newspapers in Education, The News and Observer, P.O. Box 191, 215 South McDowell Street, Raleigh, North Carolina, 27602, for more information or call (919) 829-4778.

Activity 1

The Voter and the Candidates

Choosing candidates for public office is not only a right in our system of democratic government, it is a responsibility. If we don't vote, we may not maintain our democracy.

Do you know who your current leaders are? If you were old enough to vote, for whom would you cast your ballot in the 1988 election? Which leaders are up for election in your district? Use your newspaper, public library, local board of elections, or contact a League of Women Voters representative for information that will help you complete the sentences below.

My family's polling place is: _____

Voter eligibility requirements in my state are: _____

_____

When I am 18, I can register to vote by: _____

_____

My state has _____ U.S. Representatives.

My U.S. Representative is _____

from the _____ Party.

My U.S. Senators are _____

and _____, from the _____

Party and the _____, Party respectively.

My Governor is _____

from the _____ Party.

Look in the newspaper to find the names of the Republican and Democratic candidates for president, vice president and U.S. representative from your congressional district.

Locate information about the candidates in newspapers and in other sources and complete the charts below:

Sample Ballot

	Republican	Democrat	Other
President			
Vice President			
U.S. Representative			

Activity 1A:

The Voter and the Candidates in N.C.

In the newspaper, find the names of candidates for the state offices listed below:

North Carolina Sample Ballot

	Republican	Democrat	Other
Governor			
Lt. Governor			
Secretary of State			
Supt. of Public Instruction			
Attorney General			
Commissioner of Insurance			

In the newspaper, find the names of the Republican and Democratic candidates for Senate, House of Representatives, County commissioners (3 districts), and Register of Deeds for your area. Complete the sample ballot below for your district showing all the major 1988 candidates a person in your area might vote for. (If you live outside Wake County, cross out Wake County and the district. Write in your home county and districts.)

Wake County Sample Ballot

	Republican	Democrat	Other
N.C. Senator (districts 11 & 14)			
N.C. Representatives of the House			

Wake County Sample Ballot (cont.)
Non-partisan local elections

	Candidates	
County Commissioners (three districts)		
Register of Deeds		

Activity 1B

Candidates

Locate information about the candidates in newspapers and in other sources and complete the charts below:

Presidential Candidates

Republican

Biographical information:

Full name _____
Residence _____
Age _____
Religion _____
Spouse's name _____
Names & ages of children _____
_____
_____

Educational background:

_____
_____
_____

Professional and political experience (including offices held):

_____
_____
_____
_____

Democrat

Biographical information:

Full name _____
Residence _____
Age _____
Religion _____
Spouse's name _____
Names & ages of children _____
_____
_____

Educational background:

_____
_____
_____

Professional and political experience (including offices held):

_____
_____
_____
_____

In your opinion, how will the candidates' educational and professional backgrounds and their political experiences affect the way the public perceives them? Compare your view with those expressed in news stories and political columns.

_____
_____

Activity 1B:

Candidates (cont.)

Gubernatorial Candidates

Republican

Biographical information:

Full name _____
Residence _____
Age _____
Religion _____
Spouse's name _____
Names & ages of children _____
_____
_____

Educational background:

_____
_____
_____

Professional and political experience (including offices held):

_____
_____
_____
_____

Democrat

Biographical information:

Full name _____
Residence _____
Age _____
Religion _____
Spouse's name _____
Names & ages of children _____
_____
_____

Educational background:

_____
_____
_____

Professional and political experience (including offices held):

_____
_____
_____
_____

In your opinion, how will the candidates' educational and professional backgrounds and their political experiences affect the way the public perceives them? Compare your view with those expressed in news stories and political columns.

_____
_____

Candidates for U.S. House of Representatives

Republican

Biographical information:

Full name _____
Residence _____
Age _____
Religion _____
Spouse's name _____
Names & ages of children _____
_____
_____

Educational background:

_____
_____
_____

Professional and political experience (including offices held):

_____
_____
_____
_____

Democrat

Biographical information:

Full name _____
Residence _____
Age _____
Religion _____
Spouse's name _____
Names & ages of children _____
_____
_____

Educational background:

_____
_____
_____

Professional and political experience (including offices held):

_____
_____
_____
_____

In your opinion, how will the candidates' educational and professional backgrounds and their political experiences affect the way the public perceives them? Compare your view with those expressed in news stories and political columns.

_____
_____

In news accounts, identify candidates for state and local offices such as county commissioners and N.C. House and N.C. Senate representatives. Circle in the newspaper quotations that show their positions on issues.

Activity 2

The Media

Although voters acquire some information about candidates through direct mail pieces, leaflets or word of mouth, most information about the presidential campaign is conveyed through the media — newspapers, television, radio and magazines.

This information is presented in many ways — through news stories, paid political advertisements, editorials, cartoons, photographs, endorsements, headlines, news analyses, interviews, debates, public affairs programs and letters to the editor. Some of these approaches are strictly factual, while others contain opinion. For example, a political cartoon may poke fun at a candidate, and is clearly the cartoonist's opinion. A breaking news story, on the other hand, is a factual account of what happened and should not reflect the writer's opinion.

For one week, collect from the newspaper an example of each of the types of coverage listed below. Clip and save the newspaper articles you use. Write the publication date, name of the newspaper, and page of the newspaper on your articles or create an index card including this information and attach it to each article.

Write a summary of the article's main idea and categorize your entry as "fact" or "opinion." (Keep newspaper clippings in a folder or attach them on a separate sheet of paper. For television pieces, you will need to take notes. Record the date and time the item was aired, and the station or network on which it appeared.)

Main Idea	Fact	Opinion
News Article	❑	❑
Letter to the Editor	❑	❑
Television Interview	❑	❑
Political Advertisement	❑	❑
Newspaper Editorial	❑	❑
Newspaper Column	❑	❑
Political Cartoon	❑	❑

Which of the examples you selected and described above might influence you as you form your own opinion about a particular candidate? Explain.

Activity 3

The Electoral College

As you follow the 1988 campaign, you may notice that the presidential candidates spend more time, money and effort in some states than in others. This is because presidents are actually chosen by the Electoral College rather than by direct popular vote.

Under the Electoral College system, each state is allotted a number of electors equal to the combined number of U.S. Senators and Representatives in that state. (The District of Columbia has three electors.) The number of a state's U.S. representatives is determined by its population. Thus, it is a state's population rather than its physical size that determines the number of electors it has. For example, New York has 36 electoral votes, while Montana has only four. In this "winner-take-all" system, the candidate who receives the most popular votes in a state is expected to receive all of that state's electoral votes. To be elected president, a candidate must receive 270 of the total 538 electoral votes. Can you see why candidates usually concentrate their efforts in those states with the highest number of electoral votes?

On the Campaign Trail

1. On the map below, locate the 14 states with the highest number of electoral votes. Color them yellow.
2. Add the total number of electoral votes in the 14 yellow states. Could a candidate win the election by winning just these 14 states and no others? How many electoral votes would he or she receive? Must a candidate take all 14 of these states to win the election? What is the smallest number of states a candidate could win and still become president?
3. During a period of four to six weeks, use the newspaper to track the travels of the presidential and vice presidential candidates. Plot the Republicans' paths in red, using a solid line for the presidential candidate and a broken line for the vice presidential candidate. Chart the Democrats in blue. Have the candidates traveled more frequently to the states you have colored yellow?

Numbers refer to each state's electoral votes.

Activity 4

The Issues

Determining solutions for problems our country faces and defining goals for the future are central to every presidential campaign. Candidates are expected to state their positions on the important issues of the moment.

What have emerged as the most important issues of the 1988 campaign? The twin deficits - budget and trade? U.S.-Soviet relations? Threat of war in Central America or the Mideast? The Iran-Contra affair? Crimes? Drugs? Education? Poverty? Health care? Farm failures?

During a period of several weeks, study newspaper articles to determine each presidential candidate's position on various issues. Clip and save the newspaper articles you use. Write the publication date and the name and page of the newspaper on the articles you clip, or create an index card with this information and attach it to each article. Be sure to include headlines for all articles. (If you tear out the entire page where a selected article appears, the requested information will be on the top of the page.) Then select what you feel are the three most important issues in the 1988 campaign. On the chart below, summarize each issue briefly, describe your own position on each, and fill in the candidates' positions.

	My Position	Republican's Position	Democrat's Position
Issue 1:			
Issue 2:			
Issue 3:			

Based on your analysis of the issues you have chosen, for whom would you vote if the election was held today? Write a newspaper editorial explaining why you support that candidate.

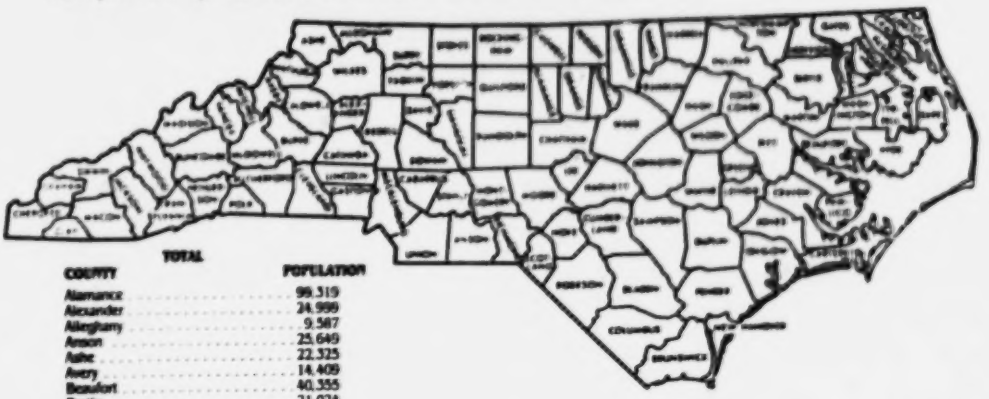
Activity 3A

The Campaign and Issues in North Carolina

To be elected governor, a candidate must receive a majority of the popular vote. Use the state map below to color-code county population and determine which counties and areas of the state have the most potential voters. Color counties with a population of more than 100,000 red. Color the counties between 50,000 and 100,000 blue. Color the counties between 10,000 and 50,000 green and all the counties with a population below 10,000 yellow. Then see which are the most and least populated counties in the state.

Use the newspaper to track the gubernatorial candidates. Plot the Republican's path with a solid line and the Democrat's with a broken line. Note the issues discussed on the campaign trail. Clip and save the newspaper stories that state the candidates' positions on issues. Write the newspaper's name and date of publication on each story.

Have the candidates traveled more frequently to densely populated counties? Have they covered the entire state? Have they campaigned in their home counties and each other's home county? Have they raised different issues in rural and urban areas?



COUNTY	TOTAL POPULATION
Alamance	99,319
Alexander	24,999
Alleghany	9,587
Anson	25,649
Ashe	22,325
Avery	14,409
Beaufort	40,355
Bertie	21,024
Bladen	30,491
Brunswick	35,777
Buncombe	160,934
Burke	72,504
Cabarrus	85,895
Caldwell	67,744
Camden	5,829
Carteret	41,902
Caswell	20,705
Catawba	105,208
Chatham	33,415
Cherokee	18,933
Chowan	12,558
Clay	6,619
Cleveland	83,435
Columbus	51,037
Craven	71,043
Cumberland	247,160
Currituck	11,089
Dare	13,377
Davidson	113,162
Davie	24,599
Duplin	40,952
Durham	152,785
Edgecombe	55,988
Forsyth	243,683
Franklin	30,055
Gaston	162,568
Gates	8,875
Graham	7,217
Granville	34,043
Greene	16,117
Guilford	317,154
Halifax	55,287
Harnett	59,571
Haywood	46,495
Henderson	58,580
Hertford	23,368
Hoke	20,383
Hyde	5,873
Iredell	82,538
Jackson	25,811
Johnston	70,599
Jones	9,705
Lee	36,718
Lenoir	59,819
Lincoln	42,372
McDowell	35,135
Macon	20,178
Madison	16,827
Martin	25,948
Mecklenburg	404,270
Mitchell	14,428
Montgomery	22,460
Moore	50,505
Nash	67,153
New Hanover	103,471
Northampton	22,584
Onslow	112,784
Orange	77,055
Pamlico	10,398
Pasquotank	28,462
Person	29,164
Pitt	90,146
Polk	12,984
Randolph	91,728
Richmond	45,481
Robeson	101,610
Rockingham	83,428
Rowan	99,186
Rutherford	53,787
Sampson	49,687
Scotland	32,273
Stanly	48,517
Stokes	33,086
Surry	59,440
Swain	10,283
Transylvania	23,417
Tyrrell	3,975
Union	70,380
Vance	36,748
Wake	301,327
Warren	16,232
Washington	14,801
Watauga	31,666
Wayne	97,054
Wilkes	58,657
Wilson	63,132
Yadkin	28,450
Yancey	14,934

Activity 4B

The Campaign and Issues in North Carolina (cont.)

Using the stories you have clipped from the newspaper, select what you feel are the three most important issues in the 1988 gubernatorial campaign. On the chart below summarize each issue briefly, describe your own and the candidates' positions on each.

Gubernatorial Issues

	My Position	Republican's Position	Democrat's Position
Issue 1:			
Issue 2:			
Issue 3:			

Based on your analysis of the issues you have chosen, for whom would you vote if the election was held today? On a separate sheet of paper, write a newspaper editorial explaining why you support that candidate.

Activity 4C

On the Ticket

Presidential candidates choose their running mates, the candidates for vice president. List the Democratic and Republican vice presidential candidates and complete the chart below.

Vice President	Republican candidate	Democratic candidate
Who are they?		
Where are their home states?		
What, if any, public offices do they hold or have they held?		
What are they saying and doing on the campaign trail?		

Presidential candidates choose running mates that they think will help their chances of being elected. Can you tell why vice-presidential candidates were chosen from reading about them in newspapers? What role are they playing in the election? How might they affect voters' views of the presidential candidates? Explain. _____

_____

_____

North Carolina's gubernatorial candidates do not choose the candidates for lieutenant governor, but candidates for lieutenant governor may affect the gubernatorial candidates' chances of being elected. Check the newspaper for references to the candidates for lieutenant governor. Complete the chart below based on your findings.

Lieutenant Governor	Republican candidate	Democratic candidate
Who are they?		
Where are their hometowns and/or counties?		
What, if any, public offices have they held?		
What are they saying and doing on the campaign trail?		

What role are they playing in the election? How might they affect voters' views of the gubernatorial candidates? Explain. _____

_____

_____

Activity 5

The Debates

Since the 1960 election between John F. Kennedy and Richard M. Nixon, televised presidential debates have been an important part of the election process. Debates give voters a chance to see the candidates meet face to face and to compare their stands on the issues.

Viewers of the debates also pay close attention to the image each candidate projects. Such qualities as charisma (special leadership appeal and charm), forcefulness, physical appearance, sincerity, integrity, trustworthiness and confidence play a crucial role in contemporary politics.

Check your newspaper for information about the dates and times of the presidential and vice presidential debates. Watch each debate, then use the scorecards below to rate each candidate's performance. The first chart deals with issues; the second deals with image. Rate each category as 1, 2, 3, 4 or 5, with 1 being the worst performance and 5 being the best. Then total the scores and declare your debate winner.

ISSUES

Date of debate: _____

	Was well-informed	Answered questions; did not evade	Made it clear where he/she stands on the issues	Attacked opponents' policies rather than personality	Statements had substance; not just campaign slogans	Totals
Republican	☐	☐	☐	☐	☐	☐
Democrat	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

1-poor 2-fair 3-average 4-good 5-excellent

IMAGE

	Came across well on television	Sincerity	Integrity	Confidence	Leadership ability	Totals
Republican	☐	☐	☐	☐	☐	☐
Democrat	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

1-poor 2-fair 3-average 4-good 5-excellent

And the winner is . . . . . Total Points

Republican	
Democrat	
Other	

Follow-up on the debates: On the days after each televised debate, clip and save all newspaper articles relating to the debate. Prepare a "Debate 1988" file folder to use in storing the newspaper articles. Be sure to label each news item you save so that they can easily be identified.

Did the newspaper article declare a winner in the debate? If so, did the results agree with yours? Compare your scorecards with any that might appear in the newspaper.

Activity 6

The Polls

Public opinion polls attempt to discover the attitudes and opinions of large numbers of people by questioning a relatively small group, or sample, of the population. Pollsters (persons taking the poll) may ask respondents (the persons interviewed) which candidate they would vote for if the election was held at that moment, or how they feel about a particular issue in the campaign.

Results of the polls are usually widely reported in the media, and can have a substantial impact on the campaign. For example, candidates may step up their campaigning in a region where the polls show they are behind. Some people believe polls may influence undecided voters by prompting them to vote for the candidate who is ahead.

In this activity, you will conduct your own poll. Ask ten persons—friends, family, neighbors—the following three questions, and record the responses in the chart below.

1. Do you consider yourself a Republican, Democrat, or other?
2. If the election was held today, for whom would you vote?
3. What do you think is the most important issue in this campaign?

	Question 1	Question 2	Question 3
Respondent 1			
Respondent 2			
Respondent 3			
Respondent 4			
Respondent 5			
Respondent 6			
Respondent 7			
Respondent 8			
Respondent 9			
Respondent 10			

Based on the results of your poll, can you predict a winner? Write a report in the style of a news story summarizing the results of the poll you conducted. Plan a graph or chart to illustrate your news story.

Follow up on polling: Clip from the newspaper a story that reports the results of a poll. Compare the results with your own poll.

Activity 4

The Outcome

On the day after the election, look in the newspaper for state-by-state results of the popular vote. On the map below, color states won by the Republican red, and states won by the Democrat blue.

Record the nationwide popular vote totals in the spaces below. Tally the electoral votes and fill in the blanks.

Popular vote: Republican [ ] Democrat [ ] Other [ ]

Electoral vote: Republican [ ] Democrat [ ] Other [ ]

Many newspaper stories have a local, regional, national or world news focus. Look in the newspaper in the days following the election to find stories that tell how your city, your region and the nation voted. (Note: A region could be considered a county, a state, or an area covering several states.) Clip election stories for several days and mark each story "local," "regional" or "national" as the case may be. Look also for international stories about the election - perhaps a reaction from an Asian or European country.

At the top of each article you clipped, write the publication date and name and page of the newspaper, or prepare an index card with this information for each of your examples and attach it to each article. Be sure to include headlines for all articles. (If you tear out the entire page where a selected story appears, the information will be on the top of the page.)

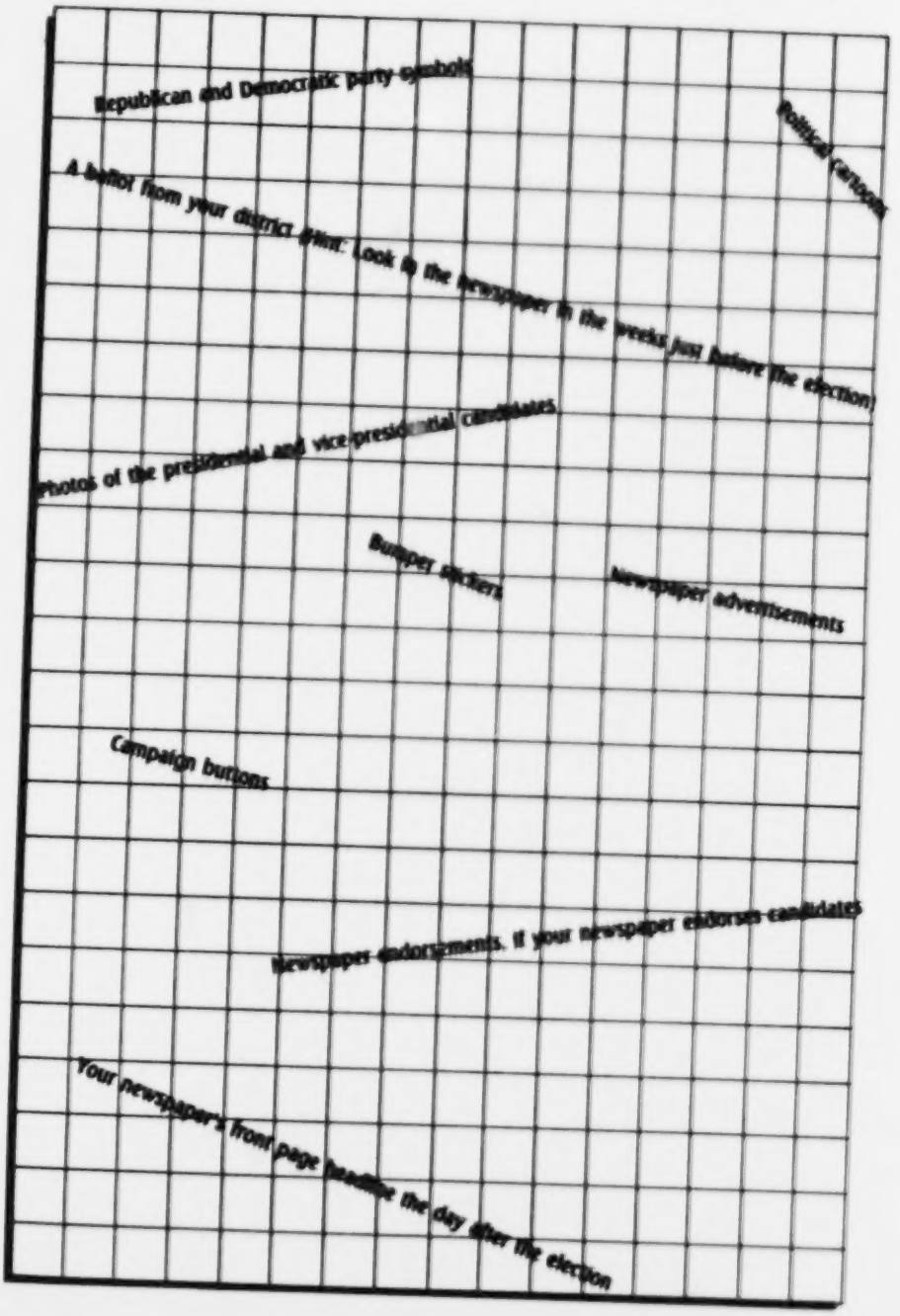
Compare how your city and region voted with how the nation voted. In the circle below enter the number of stories you found for each category.

Compare coverage of the results of gubernatorial and presidential races. Did the newspaper cover the outcome of the governor's race as heavily as it did the president's race? Using what you learned from news accounts and the color-coded N.C. map on page 9 of this guide, determine where the winning candidate for governor drew his support. Do the winning candidates for Governor and President belong to the same party? In your opinion, did the candidates for national and state offices help or hurt each other in N.C.?

Activity A

Scavenger Hunt

Collect as many of the following items as you can from the newspaper or from your family and friends. Use the items to make a poster or class bulletin board that tells about the 1988 presidential election.


Republican and Democratic party symbols
Political cartoons
A ballot from your district (hint: Look in the newspaper in the weeks just before the election)
Photos of the presidential and vice presidential candidates
Bumper stickers
Newspaper advertisements
Campaign buttons
Newspaper endorsements. If your newspaper endorses candidates
Your newspaper's front page headline the day after the election

Activity B

Class vote

Complete the ballot below by writing in the names of the presidential and vice-presidential candidates of each party. Mark an X beside the candidate of your choice, and deposit your ballot in the class ballot box.

Democrat	President		
	Vice President		
Republican	President		
	Vice President		

After you have determined who the winner is, write a newspaper headline that announces the results.

The News 25¢

VOL. 1 City Name November 1988

Your Headline:

Activity C

Vocabulary Builder

News coverage about the presidential election will probably use many unfamiliar words. Here is an activity to increase your word power.

During the two weeks before the election, clip a news article about the campaign from your newspaper. Your family may wish to help you on this one.

To get you started, here's a tricky one:

Paste your article here	Word	Definition
	Favorite son	A candidate favored by the political leaders of his own state